



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 12411656
SAU: MSAD 47
School: Belgrade Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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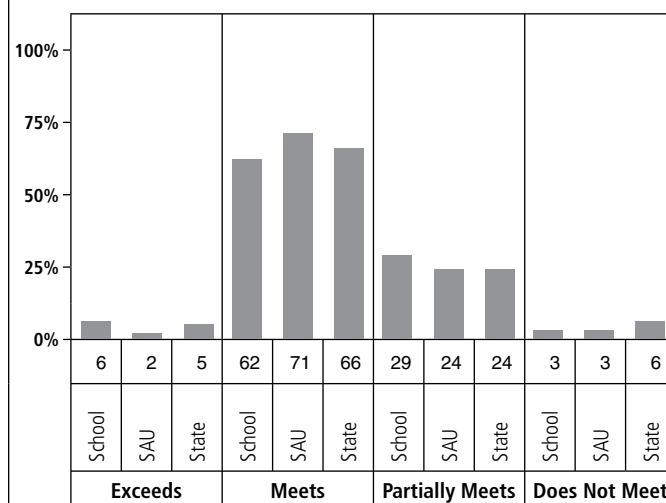
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: Belgrade Central School

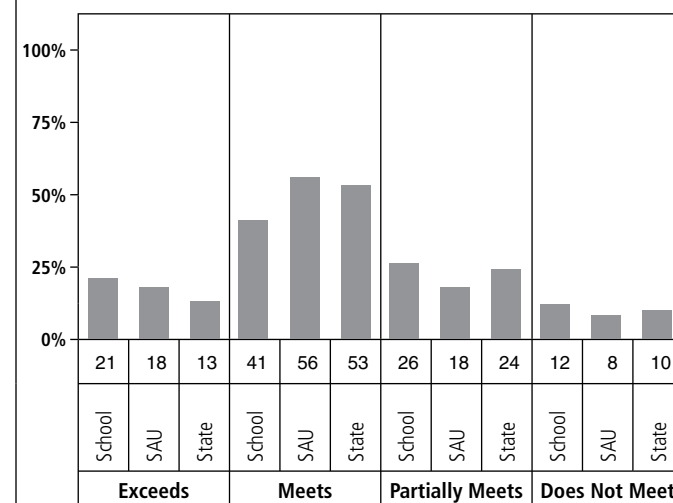
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	448	446	445
2007–2008	445	446	445
2008–2009	447	446	446
Cum. Avg.*	447	446	445
Mathematics			
2006–2007	449	446	445
2007–2008	449	449	445
2008–2009	448	449	446
Cum. Avg.*	449	448	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: Belgrade Central School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	35	100	159	100	13805	100	34	97	158	99	13737	100	34	97	158	99	13746	100						
Ethnicity African American/Black	0	0	0	0	419	3	0	0	0	0	410	98	0	0	0	0	416	99						
American Indian or Native Alaskan	0	0	1	1	125	1	0	0	1	100	124	99	0	0	1	100	124	99						
Asian or Pacific Islander	0	0	5	3	229	2	0	0	5	100	223	97	0	0	5	100	227	99						
Hispanic	0	0	1	1	149	1	0	0	1	100	148	99	0	0	1	100	148	99						
Caucasian/White	35	100	152	96	12883	93	34	97	151	99	12832	100	34	97	151	99	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	4	11	21	13	2383	17	4	100	21	100	2366	100	4	100	21	100	2364	99						
Current LEP	0	0	3	2	377	3	0	0	3	100	362	96	0	0	3	100	373	99						
Economically disadvantaged	11	31	55	35	5819	42	11	100	55	100	5782	99	11	100	55	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	32	91	124	78	10439	76	32	91	127	80	10471	76						
Identified disability (PET/IEP)	2	6	3	2	351	3	2	6	4	3	367	4						
LEP	0	0	2	2	171	2	0	0	2	2	172	2						
504 plan	0	0	1	1	92	1	0	0	1	1	90	1						
Participation with accommodations	2	6	34	21	3142	23	2	6	31	19	3138	23						
Identified disability (PET/IEP)	2	100	18	53	1860	59	2	100	17	55	1860	59						
LEP	0	0	1	3	186	6	0	0	1	3	198	6						
504 plan	0	0	1	3	71	2	0	0	1	3	73	2						
Other	0	0	14	41	1060	34	0	0	12	39	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	1	3	1	1	57	0	1	3	1	1	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: Belgrade Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	3	6	6	4	507	4
	2007-2008	3	5	5	3	559	4
	2008-2009	2	6	3	2	672	5
	Cum. Total*	8	6	14	3	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	38	76	106	66	8749	63
	2007-2008	34	58	135	69	8308	59
	2008-2009	21	62	112	71	8917	66
	Cum. Total*	93	65	353	69	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	7	14	37	23	3467	25
	2007-2008	19	32	49	25	3922	28
	2008-2009	10	29	38	24	3241	24
	Cum. Total*	36	25	124	24	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	2	4	11	7	1165	8
	2007-2008	3	5	8	4	1264	9
	2008-2009	1	3	5	3	751	6
	Cum. Total*	6	4	24	5	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.1	66.9	31.9	66.5	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.0	66.7	16.0	66.7	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	16.1	67.1	15.9	66.3	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: MSAD 47
 School: Belgrade Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	2	6	21	62	10	29	1	3	447	158	2	71	24	3	446	13581	5	66	24	6	446
Ethnicity																						
African American/Black	0										0						408	2	51	31	16	441
American Indian or Native Alaskan	0										1						122	1	59	34	6	444
Asian or Pacific Islander	0										5	0	80	20	0	448	221	9	62	22	7	447
Hispanic	0										1						146	1	64	28	6	445
Caucasian/White	34	2	6	21	62	10	29	1	3	447	151	2	72	23	3	446	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	4										21	0	24	57	19	437	2211	1	39	42	18	439
No	30	2	7	21	70	7	23	0	0	448	137	2	78	19	1	448	11370	6	71	20	3	448
Current LEP																						
Yes	0										3						357	3	42	36	19	440
No	34	2	6	21	62	10	29	1	3	447	155	2	72	23	3	446	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	11	1	9	4	36	5	45	1	9	444	55	2	51	40	7	444	5677	2	57	32	9	443
No	23	1	4	17	74	5	22	0	0	448	103	2	82	16	1	448	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	34	2	6	21	62	10	29	1	3	447	158	2	71	24	3	446	13575	5	66	24	6	446
Gender																						
Female	15	2	13	9	60	4	27	0	0	450	80	4	75	19	3	448	6580	7	68	21	5	448
Male	19	0	0	12	63	6	32	1	5	444	78	0	67	29	4	445	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	5	56	4	44	0	0	443	31	0	55	42	3	443	2127	1	48	42	9	441
No	25	2	8	16	64	6	24	1	4	448	127	2	75	20	3	447	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										5	0	100	0	0	454	324	27	72	1	0	458
No	34	2	6	21	62	10	29	1	3	447	153	2	70	25	3	446	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: Belgrade Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	100	0	0	0	0	448	4	0	14	57	29	435	4	2	45	36	17	441
B. less than one hour	97	2	6	20	63	10	31	0	0	447	89	2	74	22	1	447	75	5	67	23	4	447
C. one to two hours	0										5	0	75	25	0	446	18	5	67	23	5	447
D. more than two hours	0										1	0	50	50	0	442	2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	42	2	14	8	57	4	29	0	0	450	39	5	72	20	3	448	40	8	71	17	4	449
B. good	55	0	0	12	67	6	33	0	0	445	45	0	76	24	0	447	45	3	66	25	5	446
C. fair	3	0	0	1	100	0	0	0	0	450	13	0	65	30	5	442	13	1	54	35	10	442
D. poor	0										3	0	40	40	20	442	2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	48	0	0	9	56	7	44	0	0	446	32	0	71	29	0	447	31	8	69	19	4	448
B. They match some of what I have learned.	42	2	14	11	79	1	7	0	0	451	54	4	75	18	4	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	3	0	0	0	0	1	100	0	0	440	8	0	67	33	0	444	11	2	54	35	10	442
D. There is no match.	6	0	0	1	50	1	50	0	0	445	6	0	44	44	11	441	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	6	0	0	2	100	0	0	0	0	451	17	0	62	31	8	443	19	4	54	31	11	443
B. about the same as my regular schoolwork	76	2	8	15	60	8	32	0	0	448	62	3	74	21	1	448	63	6	69	22	4	447
C. easier than my regular schoolwork	18	0	0	4	67	2	33	0	0	445	21	0	70	27	3	446	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	6	0	0	2	100	0	0	0	0	448	12	0	68	21	11	443	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	55	0	0	13	72	5	28	0	0	446	50	0	73	26	1	446	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	39	2	15	6	46	5	38	0	0	450	38	5	71	22	2	448	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	33	2	18	6	55	3	27	0	0	451	19	7	60	33	0	448	21	8	68	19	5	448
B. 20 minutes to an hour	61	0	0	13	65	7	35	0	0	445	58	1	79	19	1	447	55	5	70	21	4	447
C. less than 20 minutes	6	0	0	2	100	0	0	0	0	446	15	0	70	26	4	444	13	2	57	33	8	443
D. I rarely read at home.	0										8	0	46	38	15	442	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	7	0	0	2	100	0	0	0	0	451	18	0	44	52	4	442	25	3	59	30	8	444
B. six to ten pages	17	1	20	3	60	1	20	0	0	450	19	4	75	14	7	447	24	4	64	26	6	445
C. eleven or more pages	77	0	0	14	61	9	39	0	0	445	64	1	78	20	1	447	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										7	0	80	20	0	447						
B.	0										26	0	74	26	0	445						
C.	0										33	4	67	29	0	446						
D.	0										33	0	71	21	8	446						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: Belgrade Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	3	6	10	6	1054	8
	2007-2008	8	14	22	11	1321	9
	2008-2009	7	21	28	18	1712	13
	Cum. Total*	18	13	60	12	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	38	75	100	63	7394	53
	2007-2008	35	59	122	62	7079	51
	2008-2009	14	41	89	56	7270	53
	Cum. Total*	87	60	311	60	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	7	14	35	22	3729	27
	2007-2008	14	24	42	21	3955	28
	2008-2009	9	26	28	18	3219	24
	Cum. Total*	30	21	105	20	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	3	6	15	9	1735	12
	2007-2008	2	3	11	6	1642	12
	2008-2009	4	12	13	8	1408	10
	Cum. Total*	9	6	39	8	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	31.6	65.8	32.4	67.5	30.8	64.2
A. Number	20	42	12.9	64.5	13.3	66.5	12.5	62.5
B. Data	8	17	5.5	68.8	5.5	68.8	5.3	66.3
C. Geometry	10	21	7.0	70.0	7.0	70.0	6.5	65.0
D. Algebra	10	21	6.2	62.0	6.6	66.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: Belgrade Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	7	21	14	41	9	26	4	12	448	158	18	56	18	8	449	13609	13	53	24	10	446
Ethnicity																						
African American/Black	0										0						415	5	41	30	24	439
American Indian or Native Alaskan	0										1						123	12	46	28	13	445
Asian or Pacific Islander	0										5	0	80	20	0	449	225	22	45	20	12	448
Hispanic	0										1						147	3	58	30	10	443
Caucasian/White	34	7	21	14	41	9	26	4	12	448	151	19	56	17	9	449	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	4										21	10	14	29	48	433	2227	3	34	33	30	437
No	30	7	23	13	43	8	27	2	7	451	137	19	63	16	2	451	11382	14	57	22	7	448
Current LEP																						
Yes	0										3						370	7	35	31	27	439
No	34	7	21	14	41	9	26	4	12	448	155	18	56	17	8	449	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	11	1	9	4	36	2	18	4	36	441	55	5	51	25	18	443	5704	6	48	30	16	442
No	23	6	26	10	43	7	30	0	0	452	103	24	59	14	3	452	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	34	7	21	14	41	9	26	4	12	448	158	18	56	18	8	449	13603	13	53	24	10	446
Gender																						
Female	15	2	13	7	47	4	27	2	13	448	80	14	61	16	9	449	6591	12	54	24	11	446
Male	19	5	26	7	37	5	26	2	11	448	78	22	51	19	8	449	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	9	0	0	3	33	4	44	2	22	440	31	3	39	48	10	441	2131	3	41	38	18	440
No	25	7	28	11	44	5	20	2	8	451	127	21	61	10	8	451	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										5	60	40	0	0	464	324	64	34	2	0	464
No	34	7	21	14	41	9	26	4	12	448	153	16	57	18	8	449	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: MSAD 47
School: Belgrade Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	100	0	0	0	0	456	4	0	14	14	71	427	4	4	37	30	28	438
B. less than one hour	97	7	22	13	41	9	28	3	9	449	89	19	59	17	5	450	75	13	55	23	9	447
C. one to two hours	0										5	13	50	38	0	448	18	12	54	24	10	446
D. more than two hours	0										1	0	100	0	0	452	2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	48	6	38	8	50	2	13	0	0	457	31	37	45	12	6	455	37	22	56	16	7	451
B. good	45	1	7	6	40	6	40	2	13	443	55	11	67	16	6	449	45	9	56	25	9	446
C. fair	6	0	0	0	0	1	50	1	50	432	11	0	41	41	18	439	14	3	46	34	17	440
D. poor	0										3	0	50	25	25	434	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	55	4	22	7	39	5	28	2	11	449	35	20	51	22	7	449	35	19	56	19	7	450
B. They match some of what I have learned.	42	3	21	7	50	3	21	1	7	451	54	20	60	15	5	451	51	11	56	25	8	446
C. They match just a little of what I have learned.	3	0	0	0	0	1	100	0	0	436	8	0	75	17	8	447	10	5	43	31	21	440
D. There is no match.	0										3	0	20	20	60	428	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	3	0	0	0	0	0	0	1	100	428	9	0	43	29	29	436	17	5	44	31	20	441
B. about the same as my regular schoolwork	82	5	19	12	44	8	30	2	7	449	70	18	59	19	5	450	62	13	57	23	7	448
C. easier than my regular schoolwork	15	2	40	2	40	1	20	0	0	458	21	27	55	9	9	453	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	1	100	0	0	440	2	0	33	33	33	433	7	6	36	32	27	438
B. 30–45 minutes	27	2	22	4	44	3	33	0	0	451	15	9	39	30	22	441	25	7	52	28	12	444
C. 45–60 minutes	27	2	22	2	22	3	33	2	22	447	15	17	43	26	13	447	38	14	56	22	8	448
D. more than 60 minutes	42	3	21	8	57	2	14	1	7	451	69	20	64	13	3	452	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	1	100	0	0	0	0	454	5	25	63	13	0	451	3	4	36	31	28	438
B. two or three days a week	18	2	33	1	17	2	33	1	17	450	12	11	53	21	16	446	12	13	51	26	10	446
C. two or three times each month	30	2	20	3	30	4	40	1	10	448	51	20	60	15	5	451	32	15	58	20	7	449
D. never or almost never	48	3	19	9	56	3	19	1	6	450	32	16	52	22	10	447	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	36	3	25	5	42	4	33	0	0	450	31	25	52	17	6	451	26	12	50	25	13	445
B. two or three days a week	33	3	27	3	27	3	27	2	18	450	43	15	60	19	6	450	32	14	57	21	7	448
C. two or three times each month	27	1	11	5	56	2	22	1	11	449	21	12	61	18	9	448	26	13	56	22	8	448
D. never or almost never	3	0	0	1	100	0	0	0	0	448	5	25	38	13	25	445	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										7	40	40	20	0	456						
B.	0										26	5	79	5	11	446						
C.	0										33	8	67	25	0	449						
D.	0										33	8	63	17	13	448						

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